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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to provide the CDA intern with knowledge of how to collect, organize, and use teaching aids. Objectives are presented along with suggested activities for achieving each objective and an assessment checklist. Also provided is a study guide emphasizing children's profiles, activity card and picture files, object collections, story telling aids, records and tape collections, reference materials and professional literature, and a resource file. Resources for further study along with supplemental materials such as sample cross-reference cards, activity cards and teaching aids are also included. (Author/MP)

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Competency Based Training Module #7

COLLECTING, ORGANIZING, AND USING TEACHING AIDS

by

Barbara Emmons

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

COLLECTING, ORGANIZING, AND USING TEACHING AIDS

CDA TRAINING MODULE #7

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This Module relates to the following CDA Functional Areas:

7 - Creative

13 - Staff

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COLLECTING, ORGANIZING, AND USING TEACHING AIDS

INTRODUCTION

A teaching aid is anything which helps the children and the teacher learn. This module will concern itself with several different types of teaching aids, but one general statement may be made about all. Teaching aids are helpful only when care has been exercised in collecting, organizing, and using those aids.

Collecting begins with knowing what kinds of materials can become useful teaching aids. Then the continuing process of producing, purchasing, and scrounging begins. This implies that the teaching aids will be kept current (example: individual children's profiles) and in good repair.

Organizing teaching aids has one main purpose and that purpose is the availability of the aids. Keeping a current inventory not only helps the teacher know what is available but it also clarifies what belongs to the center and what belongs to the individual staff members. The teaching aids should be sorted according to type, and cards should be made showing the areas of curriculum and activities in which the aids may be used. Storage should be determined by whether the aids are to be accessible to children, to adults, or to both. Once stored, the teaching aids should be properly replaced after each use.

If the teaching aids have been carefully collected and organized, their use is simplified. Reference to the activity card file can help determine what to use and when to use it. Lesson plans should indicate which aids are being used. Then, evaluation procedures can keep the collection current in terms of what works and what doesn't.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____ Date of Completion_____

OBJECTIVES	SUGGESTED ACTIVITIES
1. The intern will collect, organize, and use individual children's profiles. ASSESSMENT _____ date/initial	1. Read Section I of the Study Guide. a. See also: Module #4 - Cooperative Planning, Module #8 - Observing Individual Children and Module #21 - Providing for Individual Differences. b. Develop individual profiles for the children in your class. c. Using the individual's children's profiles, identify a developmental skill needed by each of five children and plan an activity which will help the child master that skill. Observe the children in these activities and add your notes to their profiles.
2. The intern will collect, organize, and use an activity card file. ASSESSMENT _____ date/initial	2. Read Section II of the Study Guide. a. Produce at least one activity card for ten different headings. b. Use and evaluate five different activities from your cards. c. Copy activity cards other interns have produced and add them to your file.
3. The intern will collect, organize, and use a picture file. ASSESSMENT _____ date/initial	3. Read Section III of the Study Guide. a. Prepare a picture file. Put in it all the pictures you may have in the classroom to use with the children. Identify possible uses for each picture. b. Mount five tear sheets to be used for five different purposes and prepare an activity card for each. Discuss your reasons for selection with your advisor.
4. The intern will collect, organize, and use an object collection. ASSESSMENT _____ date/initial	4. Read Section IV of the Study Guide. a. See also: Module #33 - Using Found Objects. b. Plan a way in which five different objects may be used in a learning situation. Try it out and discuss with your advisor.

OBJECTIVES	SUGGESTED ACTIVITIES
5. The intern will collect, organize, and use story-telling and poetry aids. ASSESSMENT _____ date/initial	5. Read Section V of the Study Guide. a. Produce and use three different sets of aids for telling the same story, discuss with your advisor how each presentation was received by the children.
6. The intern will collect, organize, and use a record and tape collection ASSESSMENT _____ date/initial	6. Read Section VI of the Study Guide. a. Develop a record and/or tape collection of different types of music. b. Using the records and tapes in the center, schedule at least one record or tape for an activity other than music each day for a week, discuss plans with your advisor.
7. The intern will collect, organize, and use reference materials and professional literature. ASSESSMENT _____ date/initial	7. Read Section VII of the Study Guide. a. Make a list of the reference materials and professional literature you would like to have in your center. b. Discuss the classroom uses of reference materials with your advisor.
8. The intern will collect, organize, and use a resource file. ASSESSMENT _____ date/initial	8. Read Section VIII of the Study Guide. a. See also: Module #12 - The Community. b. Find at least one resource for each area mentioned in the Study Guide and make a card on that resource. c. Discuss with your advisor how you have used at least one outside resource in a planned activity.
9. The intern will collect, organize, and use bulletin board materials. ASSESSMENT _____ date/initial	9. Read Section IX of the Study Guide. a. See also: Module #11 - The Family. b. Help the children gather the materials and prepare a bulletin board display of their own choice. c. Prepare a bulletin board for the adults in your center (staff, visiting parents, and others). Discuss with your advisor the reasons for the items which are displayed on the adults' bulletin board.

COLLECTING, ORGANIZING, AND USING TEACHING AIDS

STUDY GUIDE

I. Individual children's profiles help the teacher plan the daily program to meet each child's specific needs as well as the needs of the group. Note: See also Modules #8 and #21.

A. Early Childhood Educators stress the importance of knowing the individual child's abilities, capacities, interests, and needs in order to plan effectively his growth and learning experiences.

B. These profiles should contain such things as:

1. Enrollment data.

2. Initial observations when child enters.

3. Any information provided by the parents.

4. Results of any testing.

5. Notations of any special interests or abilities.

6. Notations of any difficulties or special needs.

7. Attendance records.

8. Reports on parent conferences.

9. On-going observations, either formal or informal.

C. It is essential that the confidentiality of the materials in the child's profile be protected by the staff.

II. The activity card file is a collection of specific activities which fit into a general plan and lead to specific competencies in children.

A. The card file will include not only activities but also cross reference cards which will help the staff select appropriate teaching aids for activities.

B. The card file should have a definite plan of organization. Note: See supplement for possible headings for the card file and sample cards.

C. Notations may be made on the backs of cards to indicate when the activity was used, how the activity was received by the children, and how the activity might be used differently in future planning.

III. A picture file is a ready source for giving more meaning to lessons or for using in the preparation of other teaching aids.

A. The observant teacher keeps a razor or a pair of sharp scissors handy (but out of children's reach!) for collecting pictures which might prove useful. These are called tear sheets.

B. There are certain things which one should think about when collecting pictures.

1. Is it large enough to be seen by the group or individuals with which it will be used?

2. Will it act as a stimulant to conversation?

3. Does it illustrate a concept?

4. Could it illustrate a story or poem?

5. Could it add to a teaching theme?

C. Tear sheets should be stored in a sturdy box which will protect them from wrinkling or tearing and should be organized according to subject matter.

D. When a tear sheet is selected for use, it should be mounted, and a card indicating subject matter should be placed in the activity card file. Note: See supplement for ideas on mounting.

IV. Object collections should be divided into those which the teacher uses and those which the children use.

A. A teacher may use objects to reinforce learning. Objects are helpful because they provide:

1. Direct as opposed to indirect experiences. Example: A plant instead of a book about plants.

2. Real as opposed to abstact experiences. Example: A real apple instead of the word apple.

3. Immediate experience with new concepts. Example: Texture chart or feelie box.

B. Children may use objects in a variety of ways.

1. Learning by touching.

2. Props for dramatic play.

3. Creative media for collages, sculpture, etc.

V. Story telling aids provide a variety of approaches to literature.

A. These may include:

1. Puppets.

2. Flannel board figures.

3. Flip charts.

4. Story bag containing objects.

B. They may serve two function:

1. Make the story or poem more interesting to the children.

2. Help less experienced story tellers feel more comfortable.

VI. A good record and tape collection fits into many areas of the curriculum.

A. There are records and tapes which:

1. Provide good listening and participating experiences in music.

2. Encourage creative movement. Example: "My Little Scarf"

3. Tell stories. Example: "Little Indian Drum"

4. Direct large and small muscle activities. Example: "Nothing To Do"

5. Contain concepts for cognitive development. Example: "This Is A Song About Colors"

B. Records and tapes should be cataloged and included in the activity card file.

C. They should be sorted according to curriculum area and stored in a convenient and safe place. Note: The teacher may choose to leave some records in the music center for the use of the children.

D. Records and tapes should be previewed before use with the children.

1. The teacher should be sure the content is what he/she wants for a specific activity.

2. The teacher should know if the record or tape he/she selects requires additional material or equipment for the activity which must be set up in advance.

3. The teacher should be familiar enough with the content of the record or tape to help children enjoy and participate.

VII. Reference materials and professional literature are valuable aids to the staff and parents of any early childhood learning center.

A. These may include:

1. Latest research and findings in child development as contained in books, professional journals, phamplets, magazines, newspapers, and government publications.

2. Books and other materials dealing with teaching methods.

3. Curriculum guides and other materials containing ideas for learning activities.

4. Writings on child psychology and child guidance.

5. Current catalogs on teaching tools and classroom supplies and equipment.

B. These aids should be stored where they are available to adults and may be used by both staff and parents.

1. A comfortable reading nook someplace in the center might encourage wider use of these materials.

2. Some kind of check out system should be devised to insure the return of materials which are taken out of the center.

VIII. A resource file can assist the staff in the teaching process and in providing services to children and parents.

A. The file may include:

1. Available health and social services.

2. Names of community helpers who are willing to visit the center.

3. Names of parents and other volunteers with special skills.

4. Lists of places to visit for field trips.

5. Lists of places which are good sources for scrounging.

6. Film and film strip catalogs and sources.

7. Instructional media machines located within the community which may be used or borrowed for use in the center.

IX. Different bulletin boards should be prepared for children and for adults.

A. Children's bulletin boards should be at the child's eye level. The materials might be organized in a number of ways:

1. The calander: seasons, holidays, feast days, special days such as children's birthdays.

2. Concepts: shape, color, texture.

3. Children's collections gathered on field trips and nature walks.

B. The center could conceivably have two children's bulletin boards:

1. One prepared by staff with themes and materials they select; and,

2. One prepared by children with themes and materials they select.

C. The adults' bulletin board should be in a prominent place where both staff and visitors can see it and could display such things as:

1. Calander showing staff assignments, meetings, appointments, and special events.

2. Volunteer schedule.

3. Special announcements such as parent or volunteer of the month (see Module #11).

4. Mottos or short phrases which might help staff and parents remember important concepts in child care. Example: "When Children Talk LISTEN!"

5. Administration directives or policy statements.

6. News releases from various agencies.

7. Magazine or newspaper articles of special interest.

8. Menu for the week.

RESOURSES FOR FURTHER STUDY

1. Baker, Katherine Read. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C., National Association for Education of Young Children, 1972. (Suggested Reading: "Have You Ever Thought of a Prop Box?", pp. 44-49.)

2. Murphy, Lois B. and Ethel M. Leeper. CONDITIONS FOR LEARNING. #9 Caring for Children Series, Washington, D.C., DHEW, Pub. # (OHD) 75-1034.

3. Pitcher, Evelyn Goodenough and others. HELPING YOUNG CHILDREN LEARN. 2nd ed., Columbus, Ohio, Chas A. Merrill Pub. Co., 1974. (Suggested Reading: activities in different curriculum areas, listed reference materials at end of each chapter.)

4. Read, Katherine H. THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. Philadelphia, W.B. Saunders Co., 1971. (Suggested Reading: Chapter 14, pp. 189-242.)

COLLECTING, ORGANIZING, AND USING TEACHING AIDS - SUPPLEMENT

HEADINGS FOR ACTIVITY CARD FILE

1. ORGANIZATION OF CLASSROOM EQUIPMENT AND MATERIALS
2. HEALTH AND SAFETY
3. COOPERATIVE PLANNING
4. CLASSROOM MANAGEMENT
5. LARGE AND SMALL GROUP ACTIVITIES
6. PARENT INVOLVEMENT
7. LANGUAGE DEVELOPMENT
8. NUMBER CONCEPTS
9. COOKING AND NUTRITION
10. SCIENCE CONCEPTS
11. PROBLEM SOLVING
12. BLOCK-BUILDING
13. FIELD TRIPS
14. BUILDING A POSITIVE SELF-CONCEPT
15. ENCOURAGING OPEN EXPRESSION OF FEELINGS
16. MUSIC AND MOVEMENT
17. DRAMATIC PLAY
18. ART
19. LARGE MUSCLE DEVELOPMENT
20. SMALL MUSCLE DEVELOPMENT
21. WOODWORKING
22. SEWING
23. CLAY
24. USING FOUND OBJECTS

SAMPLE CARDS

CROSS-REFERENCE CARDS

FOR ADDITIONAL DRAMATIC PLAY ACTIVITYES SEE:

FIELD TRIPS - NUMBERS: 3, 7, 10, 11

LANGUAGE DEVELOPMENT - NUMBERS: 4, 6, 11

BLOCK BUILDING - NUMBERS: 2, 3, 7, 9

CLAY - NUMBERS: 4, 8

ETC.

ACTIVITY CARDS

TREASURE HUNT - BUILDING A POSITIVE SELF CONCEPT 10

OBJECTIVE: To help each child value his contribution to the group.

PREPARATION: Select a place in the center to display each child's treasure. Talk with the children about treasure hunting. Explain that different people treasure different things. Provide each child with a paper bag, cloth sack, or basket for collecting treasures.

THE HUNT: Let children make their own choice of treasures.

FOLLOW-UP: Be sure each child has an opportunity to talk about his find. Show acceptance by placing every treasure in the display area clearly labled with the name of the child who found it.

TEACHING AIDS

RECORD - "THE CARROT SEED" - SCIENCE CONCEPTS 20

OBJECTIVE: To understand plant growth.

STORY: In dialogue and music about a little boy who planted a carrot seed. No one else believed it would grow but the little boy took care of it, "I watered it, I pulled the weeds. Carrots grow from carrot seeds." And sure enough one day it came up.

NOTE: Picture book available to go with record.

RECORD - "THE CARROT SEED" - BUILDING A POSITIVE SELF-CONCEPT 15

OBJECTIVE: To help children believe in themselves

STORY: In dialogue and music about a little boy who planted a carrot seed. No one else believed it would grow, but the little boy had faith. "I watered it, I pulled the weeds. Carrots grow from carrot seeds." And sure enough one day it came up.

DISCUSSION: What would have happened if the little boy listened to the other people?

How did he show he believed in himself?

What happened to prove he was right?

MOUNTING TIPS

The primary purpose of a picture is illustration. The primary purpose of mounting is preservation. For these reasons, you will not want to mount all your tear sheets. When you do decide to mount a picture, these are some basic facts about mounting which may prove helpful. The first two methods are probably used more often.

1. RUBBER CEMENT (not permanent)

   Trim picture with blade held at 45° angle - undercut. Lay picture on mat board, mark corners. Brush rubber cement on back of picture, stroking from center out. Brush rubber cement on mat inside marks.

   NOTE: Be sure to cap rubber cement when not in use.

   Wait until both picture and mat are dry to touch. Place wax paper on mat to permit positioning of picture without sticking. Remove wax paper. Rub off any excess rubber cement.

2. MT5 (permanent)

   Tissue paper with laquer both sides, yellowish in color. Used with dry press. Set dry press temperature at 225°. Tack MT5 to center back of illustration. Trim illustration with MT5 - undercut. Place illustration on mat, tack diagonally - opposite corners. Use cover sheet - plain newsprint. Leave in 15 seconds or longer.

3. FOTOFLAT

   Tissue paper with wax on both sides. Will adhere to hard, slick surfaces, also be mounted on rough, porous surfaces. Can be used at home with iron - 180° - 15 seconds.

4. CHARTEX

   Smooth on one side, other waxed. Temperature setting 180° to 225°. Used for large items which you want to remain flexible for rolling. Also excellent for quiet books.

5. SEAL-LAMIN

   Clear plastic for laminating. Provides a clear, stain proof protection for especially good illustrations that you may wish to save.